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# Personal Cultural Identity and Literature

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## UbD Personal Cultural Identity and Literature

Stage 1 – Desired Results		
<p>NCTE/IRA English Language Arts Standards:</p> <p>~Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world.</p> <p>~Students draw on their prior experience, their interactions with other readers and writers.</p> <p>~They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.</p> <p>~Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.</p> <p>~Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.</p>	<p style="text-align: center;"><b>Transfer</b></p> <p><i>Students will independently use their learning to. . .</i></p> <p>. . . foreground a knowledge of their own cultural identity in order to be aware of biases and assumptions when encountering literature, as well as seek an understanding of the author's own cultural perspective in order to enrich their understanding of the text.</p>	
	<p style="text-align: center;"><b>Meaning</b></p>	
	<p><b>Understandings</b></p> <p><i>Students will understand that. . .</i></p> <p>. . . the biases and assumptions which arise from our cultural identity influence our interactions with others and with society at large, and they form the lens through which we interpret and respond to literature.</p> <p>. . . our cultural identity influences the way in which others react to us.</p> <p>. . . the cultural identity of an author frames his craft.</p>	<p><b>Essential Questions:</b></p> <p>How does our culture frame our identity?</p> <p>In what way does the investigation of our own culture lead to a more nuanced understanding of broader cultural and societal issues?</p> <p>How does the study of literature provide insight into both familiar and unfamiliar cultures?</p> <p>Why should we care about the cultures of others?</p>
	<p style="text-align: center;"><b>Acquisition</b></p>	
	<p><b>Knowledge</b></p> <p><i>Students will know. . .</i></p> <p>. . . some of their specific biases and assumptions which arise from their cultural identity.</p> <p>. . . cultural identity is formed through a complex interaction of both immutable and variable factors, including but not limited to gender, race, ethnicity, class, and geography.</p> <p>. . . power is given to certain cultural groups through implicit actions and the acting out of assumptions.</p>	<p><b>Skills</b></p> <p><i>Students will be able to. . .</i></p> <p>. . . deliver a presentation with a rehearsed script within a specific time limit.</p> <p>. . . recognize cultural bias in real-life transactions and in literature.</p> <p>. . . define the word <i>culture</i>.</p>
Stage 2 – Evidence		

CODE (M or T)	Evaluative Criteria (for rubric)	
M T T   M M M M M T M T		<b>Performance Task(s)</b> <i>Students will demonstrate meaning-making and transfer by. . .</i> . . . creating a bio-poem to explore self-identity. . . . writing a reflection deepening the meaning of the bio-poem. . . . creating and delivering a cultural autobiography.  -----  <b>Other Evidence (e.g., formative)</b> Liar's Poker protocol 2 Truths/1 Lie protocol Four Corner protocol Domestic Duties chart Prejudice writing exercise Modified Four "A"s Text protocol Save the Last Word for ME protocol Writing exercise about socio-economic status
Stage 3 – Learning Plan		
CODE (A, M, T)	Pre-Assessment <i>How will you check students' prior knowledge, skill levels, and potential misconceptions?</i>	
M          M	<b>Learning Activities:</b> <b>(Although these activities are written as if they are performed on consecutive days, the intent is to weave this unit alongside a study post-colonial literature, so this unit may take several weeks to complete.)</b> DAY 1: <ul style="list-style-type: none"> <li>Have each student write down 5 words that describes his/her culture. (Note: explain that these are not words that describe the student (funny, athletic), but they are words which describe the student's culture (family oriented, competitive.) Once this is done, as each student tells the class one of the words he/she has come up with, a student volunteer will list the words on the board. Once everyone has contributed, ask if anyone has a word that he/she wants to add that's not already on the board.</li> <li>After school, create a word cloud to share with the students on Day 2.</li> <li>Asking for a different student volunteer, have that student categorize the words on the board into groups with input from the class. Some of the</li> </ul>	Progress Monitoring (e.g., formative data)          teacher observation of discussion

M	<p>categories that they may come up with are class, race, ethnicity, geography, gender, sexuality, language, religion, age, exceptionality.</p> <ul style="list-style-type: none"> <li>Looking at the data on the board, have the students come up with a working definition of the word "culture."</li> </ul>	definition
M	<p>DAY 2:</p> <ul style="list-style-type: none"> <li>Introduce the guiding questions. (Have them posted in the room before class begins.)</li> <li>Divide the students into pairs and have them interview one another for the bio-poem assignment (attached.) Each student will take the sheet with his/her own information on it (which was completed by his/her partner), and use it to write his/her own bio-poem, which is due on Day 4. The student should turn in a copy of the bio-poem on Day 4 and keep a copy of the poem for use with the next assignment.</li> </ul>	completed information sheet
M,T	<p>DAY 3:</p> <ul style="list-style-type: none"> <li>Do the Two Truths/One Lie protocol with the students (attached.) They should choose things that align with the biases that generally match their physical appearance. (Have them think about what erroneous assumptions people have made about them in the past.) The intention of this exercise is to uncover the biases that are commonly associated with different groups of people and to open discussion.</li> </ul>	teacher observation of discussion
A,T	<p>DAY 4:</p> <ul style="list-style-type: none"> <li>Bio-poem due. The students will turn in one copy of their poem and keep one copy. Ask for volunteers to read their bio-poem aloud to the class.</li> <li>Share the iceberg image with the students and discuss how many of the elements that make up our cultural identity are hidden. Homework for Day 6: choose 3 items from the bio-poem and write a paragraph about each one. Address the following question: <i>What were the cultural influences that caused you to have that trait or that point of view or to value that particular thing?</i></li> <li>Do the Liar's Poker protocol (attached.) Explain that we respond to one another based upon the power accorded each of us by the society in which we live.</li> </ul>	bio-poem
M,T		written reflection
M		teacher observation of discussion
M,T	<p>DAY 5:</p> <ul style="list-style-type: none"> <li>Read "Araby" by James Joyce (or have the students read it as homework.)</li> <li>Use Four Corners protocol to debate the age of the narrator. (attached.)</li> </ul>	
M	<p>DAY 6:</p> <ul style="list-style-type: none"> <li>Have the students complete the chart of domestic</li> </ul>	completed chart teacher observation of discussion
M,T		

<p>T</p> <p>M,T</p> <p>M</p> <p>M,T</p> <p>M,T</p> <p>M,T</p> <p>A,M,T</p> <p>A</p>	<p>duties (attached.) Then complete the first column as a whole class to discuss whether the students are in agreement on these tasks.</p> <ul style="list-style-type: none"> <li>Then have the students get into groups of 3 to discuss the 2<sup>nd</sup> column among themselves. If any of them have experiences that are different than the traditional expectations, ask them to think deeply about why that is and why we still cling to traditional expectations. (For example, if a student says that they hire someone to mow the lawn, ask him/her to consider why that is. If Dad doesn't like to do yardwork, or isn't around to do it, why doesn't Mom do it? Or why don't the kids do it? Is there status is being able to hire someone else? Is manual labor considered demeaning? Or are there other reasons?)</li> <li>Read "To a Daughter Leaving Home" by Linda Pastan. Discuss whether the narrator is the mother or the father.</li> <li>Read "Woman Work" by Maya Angelou, but do not tell the students the title or author of this poem. Ask them to assign these jobs to men or women, then ask them whether they think the narrator is a man or woman and what the setting of the poem is.</li> </ul> <p>DAY 6:</p> <ul style="list-style-type: none"> <li>Consider the biases and assumptions regarding socio-economic groups. At the beginning of class, have the students write for 5 minutes on the prompt: <i>If I could move into a different socio-economic group, what would it be and why?</i> Then ask for volunteers to share what they wrote. (Make sure that students know what is meant by 'socio-economic'.)</li> <li>Read and discuss "in the inner city" by Lucille Clifton and "a song in the front yard" by Gwendolyn Brooks.</li> <li>Homework for Day 9: Read "Black Men and Public Spaces" by Brent Staples and do modified Four "A"s Text protocol (attached.)</li> </ul> <p>DAY 7:</p> <ul style="list-style-type: none"> <li>Explore the idea of prejudice. (Prejudice activity attached.) Homework for tomorrow: read "On Dumpster Diving" by Lars Eighner and be prepared for discussion by marking two or three passages in the essay that stood out to you.</li> </ul> <p>DAY 8:</p> <ul style="list-style-type: none"> <li>Read "On Dumpster Diving" by Lars Eighner, and discuss assumptions regarding homelessness and poverty, using the Save the Last Word for ME protocol (attached.)</li> </ul>	<p>Written reflectin</p> <p>teacher observation of discussion</p> <p>teacher observation of discussion</p> <p>teacher observation of discussion</p> <p>written response to reading</p> <p>student presentations</p>
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	<p>DAY 9:</p> <ul style="list-style-type: none"> <li>• Discuss the power and danger of bias associated with race through an exploration of “Black Men and Public Spaces” and doing the in-class portion of the modified Four “A”s protocol homework.</li> </ul> <p>Beginning DAY 10:</p> <ul style="list-style-type: none"> <li>• Cultural Autobiography presentations. There will be 2 presentations per class period per day. The assignment is due on Day 10 even though some students will not be presenting that day.</li> </ul>	
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